

Childminder report

Inspection date: 22 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder welcomes the children into a nurturing environment. She focuses on making the children feel happy and safe. She ensures they have a range of different opportunities. Children freely explore the indoors and outdoors. They independently access resources which support their interests and development. For example, children enjoy gardening outside, growing their own fruit and vegetables. They lead a healthy lifestyle and enjoy a varied diet. They are aware of the importance of looking after their bodies. For example, children enjoy physical exercise and look at the effects it has on their body.

Children explore the local community. They have been learning about the environment and the importance of keeping it clean. For example, children have been out litter picking. The childminder regularly takes the children on public transport to visit local attractions, such as museums, the library and farms. The children also visit the local residential home and take part in many community challenges. These experiences teach children about the world around us.

The childminder has an ambitious curriculum which, generally, she delivers well. She has very high expectations of herself and the children. The childminder plans activities based on children's interests. She uses her extensive knowledge of where the children are in their learning to ensure they progress in their development. For example, children show an interest in the 'Superworm' book. The childminder uses this to support their learning in maths and physical development. They use one-handed tools, such as tweezers and spoons, to search for worms then order them in size. Children feel motivated to learn because they enjoy the activities set out for them, as well as achieving their next steps.

What does the early years setting do well and what does it need to do better?

- The childminder has accurately identified children's different patterns of behaviour. She adapts her teaching style appropriately to support their learning. For example, when children want to move items in different ways, she provides different balls for them to throw, roll and kick. This ensures she meets the children's needs and provides them with the opportunities they need to develop their learning and understanding.
- The children have a positive attitude to their learning. They have good manners and look to the childminder for support. For example, children ask for help when spreading butter on their toast and say thank you for helping. Therefore, children behave well and follow the rules set out in the childminder's home.
- The childminder provides a language-rich environment. She teaches the children new words. For example, when they are learning about worms she uses vocabulary, such as 'segments' and 'annuli' to explain the body of a worm. The

childminder also uses different tools to support language development. For instance, British sign language and visual aids. Consequently, children's communication and language skills are developing well.

- Children learn about different cultures and beliefs, and various celebrations from around the world. For instance, recently children learned about the Royal family and the coronation of the King. The childminder caters for the learning needs of all children. For example, there is particularly good support in place for children with special educational needs and/or disabilities. The childminder finds alternative ways to support the children when challenges occur. For instance, children are taught about keeping themselves safe outside when they have a sight impairment.
- Parents are very happy with the care that their children receive. They praise the opportunities that the childminder provides. Parents get support from the childminder to ensure learning continues at home. The childminder has an in-depth induction process for all families. For example, she visits the children in their own home and they do many settling-in sessions. This ensures the children feel safe with the childminder and bonds are formed from an early stage.
- The childminder undergoes regular training depending on the needs of her children. She has an interest in the brain development of children and has developed her knowledge in this area. Teaching, overall, is good. However, on occasions, sometimes the styles of teaching and the amount of intentions planned for individual activities are too ambitious. This means that, occasionally, some activities are not as successful as others in promoting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training. She can explain the different types of abuse, identify the signs and how to report it. She is aware of other safeguarding concerns which can make children vulnerable. For example, she understands about county lines and radicalisation. The childminder has an effective plan in place to keep children safe in a number of serious emergencies. For example, children are familiar with the evacuation procedure. The childminder keeps a selection of appropriate resources to keep children safe and makes sure these are always easily accessible. She carries out thorough risk assessments of her home and places they visit to identify any potential hazards so that children are consistently kept as safe as possible.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop teaching to the highest level by making sure all activities are planned carefully with appropriate intentions to support every child's learning.

Setting details

Unique reference number	2602873
Local authority	Hampshire
Inspection number	10286023
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Eastleigh, Hampshire. She operates on Monday, Wednesday and Thursday, from 8am to 5pm, throughout the year.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and childminder completed a joint observation and discussed how children's learning is promoted.
- The inspector received feedback from parents about the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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